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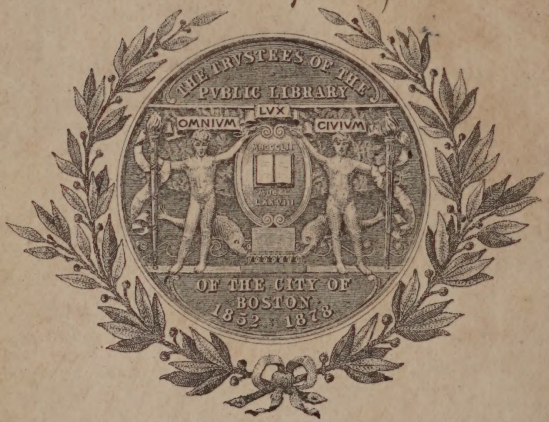

GIVEN BY

Charles Welsh

THE RIGHT READING FOR CHILDREN

COMPILED BY
CHARLES WELSH

D. C. HEATH & CO.
BOSTON NEW YORK CHICAGO

THE RIGHT READING FOR CHILDREN

IN THE SCHOOL, THE HOME, AND THE LIBRARY

LITERATURE presents the ideal of human life as it has expressed itself in the great institutions of family, church, state, and society. It clothes these ideals in the flowing robes of the imagination and adorns them with the jewels of well-chosen words, set in rhythmic and melodious forms. To feed the mind of youth on the ideals of a noble and elevated human life; to win his fidelity to the family through sweet pictures of parental affection, and filial devotion, and pure household joys; to secure his loyalty to the state by thrilling accounts of the deeds of brave men and heroic women; to make righteousness attractive by pointed fable, or pithy proverb, or striking tale of self-sacrificing fidelity to the costly right against the profitable wrong; to inflame with a desire to emulate the example of patriot, martyr, and philanthropist, — this is the social mission of good literature in the public schools. To interpret this literature, so that it comes home to the boys and girls, so that they see reflected in it the image of their own better selves, so that they carry with them its inspiration through all their after lives, — this is the duty and privilege of the public school. It is not of so much consequence what a boy knows when he leaves school, as what he loves. The greater part of what he knows he will speedily forget. What he loves he will feed on. His hunger will prompt his efforts to increase his store. The love of good literature — a genuine delight in Longfellow and Whittier, Lowell and Tennyson, Hawthorne and Scott, Shakespeare and Homer — is, from every point of view, the most valuable equipment with which the school can send its boys and girls into the world.

WILLIAM DE WITT HYDE,
President of Bowdoin College.

The Right Reading for Children

In the School the Home and the Library

COMPILED BY

CHARLES WELSH

Author of "Some Notes on the History of Children's Literature," "A Bookseller of the Last Century," "Publishing a Book," Etc.

BOSTON, U.S.A.
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The Right Reading for Children

"Book love, my friends, is your pass to the greatest, the purest, and the most perfect pleasures that God has prepared for his creatures. It lasts when all other pleasures fade. It will support you when all other recreations are gone. It will last you until your death. It will make your hours pleasant to you as long as you live." — ANTHONY TROLLOPE.

"The choice of books, like that of friends, is a serious duty. We are as responsible for what we read as for what we do. The best books elevate us into a region of disinterested thought, where personal objects fade into insignificance, and the troubles and the anxieties of the world are almost forgotten." — SIR JOHN LUBBOCK.

"Give a boy a passion for books, and you give him thereby a lever to lift his world, and a patent of nobility, if the thing he does is noble." — ROBERT COLLYER.

The Right Reading for Children

In the vast treasures of our literature there is good material for every stage in the child's mental development, material which is life giving, upbuilding and stimulating, and character making, but the quantity is so great that choice must be made by experts, and it is of the utmost importance into whose hands such choice falls, for books should be as carefully selected for children as the food they eat. Young people should be allowed to browse among books which have been selected for them, but not to range free over every field and pasture. As James Russell Lowell says, "Children will be sure to get what they want, and we are doing a grave wrong to their morals by driving them to do things on the sly, to steal that food which their constitution craves, and which is wholesome for them, instead of having it freely and frankly given them as the wisest possible diet."

Again, books are good for boys and girls only as they are ready for them. It often happens that when a child has once taken up a book which has failed to interest him, it has left a memory behind which has prevented him from ever looking into it when he has come across it again later in life.

If he had found the book when he was ready for it, its seeds of wisdom would have fallen on good ground and brought forth abundantly.

"Without doubt there is a most favorable period in every child's life for the reading of each book," says Dr. Frank McMurry. "If offered to him at just the right age, it appeals to his nature with peculiar power, even to the extent of setting him on fire; if offered at any other, it may prove interesting, but it fails to become such a potent factor in his life. There would be a wonderful economy of effort if the books selected for children were always given them at this favorable time."

Therefore we should provide groups of books for children to select from for themselves — not single books for which we think the child ought to be ready at a particular stage of his development, and force them upon him, but we should let him have a free rein within certain very broad limits. Harriet Martineau says: "The parent's main business is to look to the quantity of the books the children read, and he must see that the children have the freest access to those of the best quality. The child's own mind is a better judge in this case than the parent's suppositions. Let but noble books be on the shelf, and the child will get nothing but good."

The late Professor George E. Hardy wrote: "Worthless literature is the curse of the child's

intellect and the bane of the child's morals, yet it has the market; and its widespread distribution and rapid sale are striking testimony alike to the deterioration of the popular taste, and of our defective scheme of elementary education."

Charles Dudley Warner says that "good literature is as necessary to the growth of the soul as good air to the growth of the body, and it is just as bad to put weak thoughts into a child's mind as to shut it up in an unventilated room," and says Superintendent E. Van Petten of Bloomington, Illinois: "Give the children literature. Let us not make the mistake of thinking that a child cannot apprehend a story that has depth of meaning; let us not think that immortal books are for the scholar only, and hence we must make a book fit for the child. Shall we not accept some expert help?"

Jacob Comenius in his "School of Infancy" tells us that "the principles of poetry arise with the beginning of speech; for as soon as the child begins to understand words, at the same time it begins to love melody and rhythm. Therefore nurses, when a child, from having fallen or injured itself, is wailing, are wont to solace it with the old nursery rhymes, which please infants so much that they not only become immediately quiet, but even smile. The nurses also, patting them with the hand soothingly, chant the rhymes to the chil-

dren. In the third and fourth year some such rhymes may be beneficially taught; in the fourth, fifth, and sixth years the child will increase this knowledge of poetry by committing little verses to memory. Although children may not at this time understand what rhythm or verse is, yet by use they learn to note a certain difference between measured language and prose; nay, when in due time everything shall be explained in the schools, it will afford them pleasure to find that they had previously learned something which they now understand the better."

As to the place of the Mother Goose literature, Miss Peabody in her Lectures to Kindergartners, says: "It will be found that children who are talked to by Mother Goose and fairy-story tellers learn to talk more quickly than others, and have more vivacity of mind generally, with a power of entering into the minds of others commensurate with their sensibility, and justifying the human sympathies which are often a burden to the unimaginative, who are nevertheless kind. I have known some parents who would not use Mother Goose or fairy stories with their children, but substituted therefor amusing experiments in physics, the metamorphosis of insects and the classification of plants according to their differences. Their children became scientific when they grew up, were fine mathematicians, and were interested

in mechanical inventions and natural history; but took comparatively little interest in political and moral problems, though not at all wanting in the social and patriotic affections."

"Stories about real or imaginary beings, from epic fairy tales, best supply what a child needs," says Herbart in his Introduction to the "Science and Practice of Education." "They are simple and yet full of imagination; they are morally cultivating, for they put situations or relationships before the child which call out the moral judgment either in approval or disapproval. As he grows older, and his experience becomes richer, the real in the tales is less cared for, and more interest is taken in the poetical and ideal truth of the æsthetic and ethical, which thus remains as a residue much to be desired, giving an ideal direction to the thoughts, and a higher activity to the intellectual life. If the child came in the tales in contact with nothing but actual realities, his mind would soon become open only to the commonest sensuous impressions, and would have neither sensibility nor receptivity for poetry, nor for the wonder and reverence which is part of religion. Again, all education must start from the individual, but with the aim of raising the pupil above his individuality, of correcting the tendency of imagination to centre in self, by placing him amidst general human companionships.

"For the beginning of moral culture, weak and uncertain in itself, will be interfered with by everything that makes the individual self the point of reference for the world outside of it.

"This danger these tales tend to prevent. They widen out the child's consciousness from self to those about him, from the local to the national, and from the national to all mankind; they lead him into sympathy with that childlike spirit which was a characteristic of the childhood of the race; they are a sure means of creating ethical judgment and religious feeling in the simplest relationships within the child's sphere of apperception."

"As in every other kind of reading," says Hope Barr, "one ought to use discretion as to the kind and amount of fairy stories for a certain period in the child's life. Of course only the best should be selected, and much depends on the disposition of the child. A highly imaginative child should not be allowed free range, while to the commonplace, matter-of-fact one, the fairy story is invaluable in awakening the hitherto dormant creative faculties."

Mrs. Nora Archibald Smith tells us that "we must beware of giving a one-sided development by confining ourselves too much to one branch of literature; we must include in our repertory some well-selected myths, fairy stories which are pure and spiritual in tone, and a fable now and then.

Nature stories, hero tales, animal anecdotes, occasional narratives about good, wholesome children, neither prigs nor infant villains, plenty of fine poetry, as has been said, and, for the older ones of the family, legends, allegories, and historic happenings. Children feel, as Lord Lytton said, the beauty and the holiness that dwell in the customary and the old; and they are well pleased — and it is best that it should be so — with hearing the same old favorites repeated again and again, in song and in story, from their mother's lips."

Apropos of this older literature President G. Stanley Hall, tells us to "acquaint the boys with Æsop's fables and others."

Herbart further tells us that "the intent to teach spoils children's books at once; it is forgotten that every one, the child included, selects what suits him from what he reads, and judges the writing as well as the writer after his own fashion. . . . But give to them an interesting story, rich in incidents, relationships, characters, strictly in accordance with psychological truth, and not beyond the feelings and ideas of children; make no effort to depict the worst or the best, only let a faint half-unconscious moral tact secure that the interest of the action tends away from the bad towards the good, the just, the right, then you will see how the child's attention is fixed upon it, how it seeks to discover the truth and think over all

sides of the matter, how the many-sided material calls forth a many-sided judgment, how the charm of change ends in preference for the best, so that the boy, who perhaps feels himself a step or two higher in moral judgment than the hero or the author, will cling to his view with inner self-approbation, and so guard himself from a coarseness he already feels beneath him. The story must have one more characteristic, if its effect is to be lasting and emphatic, — it must carry on its face the strongest and clearest stamp of human greatness. For a boy distinguishes the common and ordinary from the praiseworthy as well as we; he even has this distinction more at heart than we have, for he does not like to feel himself small; he wishes to be a man. The whole look of a well-trained boy is directed above himself, and when eight years old his entire line of vision extends beyond all histories of children. Present to the boy, therefore, such men as he himself would like to be."

President G. Stanley Hall says in his monograph on Reading, "wide ranges of words, tropes, and especially of styles, ideas, etc., should be included. If we would give children a good vocabulary of these of their own, which they can command and use, which is a very different thing from being able to understand, this work can hardly begin too early."

"The child before eight is interested in vivid language," says Isabel Lawrence of the Minnesota normal school; "he cares for action, for color and sense, for the marvellous and the impossible; hence he revels in myth and fairy tale. Rhythm attracts him. Even his prose stories should 'run in the ears like the noise of breakers.' From eight to fourteen the boy reads invention and travel, to find out how things are done. Give him this sort of incident in good literature where it embodies truth and thought, and he will soon reject worthless stuff of his own accord."

To quote again Dr. G. Stanley Hall: "Many boys enter college who have never read a book through except cheap novels. On the other hand, no one commends a bookish child. But worse than either is the child whose brain is saturated with low or cheap reading, and is altogether illiterate for all in print that makes the ability to read desirable. In the selection of school reading the children's votes should be carefully taken, though not always as final. Of one hundred and twenty-four Boston schoolboys of thirteen years old, who were asked what book first fascinated them, "Robinson Crusoe," "Mother Goose," "Jack, the Giant Killer," were mentioned in that order of preference by the great majority, and might more readily be allowed young children than most others named. "Cinderella," "Jack and the

Beanstalk," "Tom Thumb," "Gulliver," "Æsop," "Red Riding Hood," "Arabian Nights," which came next, are unexceptionable, and should be told every child who has not heard them before coming to school."

A writer in the *Chicago Course of Study* says "If stories are taken out of child-life, it will be crippled and deprived of that which is necessary for subsequent healthy growth."

"It is well to remember," writes Katharine Hamer Shute of the Boston normal school, "that a taste for good literature is never established through an acquaintance with second and third rate literature only; and it is equally important to realize that uninteresting, prosy, burdensome lessons in good literature will not establish a love for it." And in this connection Horace E. Scudder also said that "the best way to give the best of literature to the child is to share it with him. Books written for children are notably short lived." A recent writer in *Munsey's Magazine* likewise remarks that "unhappy is that child whose mind has been fed on the milk and water of children's books, generally written by mediocre writers, when the brilliant, vivid, simple work of the masters lies dust collecting in the library." And to quote Professor A. S. Cook of Yale: "The proper sort of grown-up literature is the best literature for the child. The effort to

comprehend something which interests us, but to which our mental grasp is not yet equal, is one of the most valuable means of education." And in like manner Sir Walter Scott wrote: "Children desire impulses of a powerful and important kind from hearing things that they cannot entirely comprehend. It is a mistake to write down to their understanding. Set them on the scent and let them puzzle it out."

"Fiction for the adolescent," writes Miss Josephine Norval of the Chillicothe high school, "should stimulate, instruct, and form vigorous, untainted conceptions of life. Its legitimate end is threefold, — to please, to instruct, and to ennoble. It should foster healthy ambition, fill the mind with sympathy and tenderness for misfortune, and with admiration for brave deeds. Men and women live wrongly when they read wrongly."

Mr. W. L. Steele, superintendent of schools at Galesburg, Illinois, says, "When a child has acquired the reading habit, it is only a question of time when he will become an intelligent citizen;" and F. Louis Soldan writes, "Culture and refinement always result from the faithful study of the masterpieces of literature."

Professor Richard Burton said in the *North American Review*, "A piece of literature is an organism and should, therefore, be put before the scholar, no matter how young, with its head on

and standing on both feet." And finally Professor Charles Eliot Norton sums up the whole matter by saying: "A taste for good reading is an acquisition the worth of which is hardly to be overestimated; and yet a majority of children, even of those favored by circumstance, grow up without it. This defect is due partly to the fault or ignorance of parents and teachers; partly, also, to the want, in many cases, of the proper means of cultivation. For this taste, like most others, is usually not so much a gift of nature as a product of cultivation. A wide difference exists, indeed, in children in respect to their natural inclination for reading, but there are few in whom it cannot be more or less developed by careful and judicious training.

"This training should begin very early. Even before the child has learned the alphabet, his mother's lullaby or his nurse's song may have begun the attuning of his ear to the melodies of verse, and the quickening of his mind with pleasant fancies. As he grows older, his first reading should be made attractive to him by its ease and entertainment.

"His very first reading should mainly consist in what may cultivate his ear for the music of verse, and may rouse his fancy. And to this end nothing is better than the rhymes and jingles which have sung themselves, generation after generation,

in the nursery or on the playground. 'Mother Goose' is the best primer. No matter if the rhymes be nonsense verses; many a poet might learn the lesson of good versification from them, and the child in repeating them is acquiring the accent of emphasis and of rhythmical form. Moreover, the mere art of reading is the more readily learned if the words first presented to the eye of the child are those which are already familiar to his ear.

"The next step is easy to the short stories which have been told since the world was young; old fables in which the teachings of long experience are embodied, legends, fairy tales, which form the traditional common stock of the fancies and sentiment of the race.

"These naturally serve as the gate of entrance into the wide open fields of literature, especially into those of poetry. Poetry is one of the most efficient means of education of the moral sentiment, as well as of the intelligence. It is the source of the best culture. A man may know all science and yet remain uneducated. But let him truly possess himself of the work of any one of the great poets, and no matter what else he may fail to know, he is not without education."

The Right Reading for Children in the School

"I think that having learned our letters we should read the best that is in literature, and not be forever repeating our a b abs, and words of one syllable, in the fourth or fifth classes, sitting on the lowest and foremost form all our lives. . . . We learn to read only as far as Easy Reading, the primers and classbooks, and when we leave school, the 'Little Reading,' and story books, which are for boys and beginners; and our reading, our conversation, and thinking, are all on a very low level, worthy only of pygmies and manikins."

— "Walden," by THOREAU, written in 1843.

"God be thanked for books. They are the voices of the distant and the dead and make us heirs to the spiritual life of past ages. No matter how poor I am, no matter tho' the prosperous of my own time will not enter my obscure dwelling — if Milton will cross my threshold to sing to me of Paradise, and Shakespeare open to me the worlds of imagination and the workings of the human heart, and Franklin enrich me with his practical wisdom — I shall not pine for want of intellectual companionship, and I may become a cultivated man tho' excluded from what is called the best society in the place where I live." — WILLIAM E. CHANNING.

The Right Reading for Children in the School

Dr. W. T. Harris says that "supplementary reading should rather be a systematic course of reading that the pupil pursues by himself and out of school hours. . . . There is no other way to gain a command of good language than to become familiar with the best authors. . . . If a beginning is made with literature sufficiently childish to interest the pupils, they may be led by their own growing taste and capacity. Far more important is the knowledge of human nature gained by the pupil from literature. For literature is the special storehouse of the experience of the race concerning itself. Genius has recorded in the happiest and most splendid manner its insights into the thoughts, feelings, and deeds of mankind, and each individual may there find lessons that he may learn without paying for them the price of pain and suffering necessary to purchase the original experience. Man suffers vicariously for man, and literature is the revelation of such suffering and the wisdom that has come from it to the race."

"The books chosen for supplementary reading," says Professor Albert S. Cook, "must be pure and wholesomely stimulating. Stimulating, since otherwise they will not be read with zest; wholesomely stimulating, otherwise they leave the mind worse than they found it; pure, because there are foundations enough of impurity, without introducing new ones into the school curriculum. It must not be an 'adapted' literature, studiously brought down to the apprehension of children. The extracts chosen must be complete in themselves, at least as works of literary art. If annotations are provided, they must be few, brief, and confined to essential matters."

Eben H. Davis, in "Common School Education," writes: "Children instinctively take pleasure in verse, especially in rhyme. Their delight in Mother Goose melodies, even before they are able to talk, is very manifest. Rhyme and rhythm, even if without sense, please their natural musical taste."

Miss Sarah Louise Arnold writes: "Learn what the children like and begin with their likes. The field of literature is well suited to the children. The best of literature is that which was written for the children of the world. It should *not* be forgotten that if we would teach the child to like that which is good in reading, we must establish the liking in his early years. It is not

enough that we shall tell him in later days that certain books are good and bid him to read them. When he is grown up he will choose that which he likes, and our work is to lead him to like good things. We cannot, then, begin too early. The very cradle songs should be wisely chosen. The nursery tales should be those which have fed the children of many an age and clime."

Mr. H. B. Hayden, superintendent of schools of Rock Island, Illinois, says: "Children, when they first enter the public schools, are not too young to appreciate the beautiful in literature, the story of which comes to them from the lips of their teacher. As soon as they can read simple, connected stories they should be permitted to read and enjoy those gems of child literature in which our supplementary reading abounds. Selected with care and used with skill and system, the supplementary reading prepared for schools may be made a tremendous agency for stimulating the child's interest, and awakening a love for pure and helpful reading."

"The German popular fairy tales," says Lange in his "Treatise on Apperception," "have rightly found an abiding place in school instruction. They have great national educational value, since they reflect the thoughts and feelings, the *naïve* view of creation characteristic of the youthful

period of our people, and since they disclose the noblest traits in the souls of the people, — fidelity and moral purity. Above all they are in sympathy with the child's way of looking at things, — his yearnings and feelings. . . .

"The fairy tale is followed by the heroic saga. Their gigantic figures still live on in the mouth and heart of the people, expressing their own strong points and weaknesses with especial vividness. Since the saga treads earthly ways more than the fairy tale, and turns with preference to human figures and deeds, as it connects its tales with definite persons and places, and not seldom mingles with these some real historical facts, so it forms the natural transition from the fairy tale to history; it carries over the imaginative view of the world characteristic of the child into the rational. . . . Why can excellent and favorable books much more surely initiate into the secrets of a good style than a hundred well established paragraphs from a book on style? Because the content and form of speech stand in the closest relation to each other, and the former cannot be given without the latter."

"Thus do the fairy tales," says Professor Ziller, "which are at the same time classic materials, to which old and young live to return, lead from the most individual ideas, from which everything must grow that is to become strong, to the most

general, which belongs to man as such. They serve in their sphere both the child nature and the highest purpose of education."

Touching the moral value of the fairy tale, Dr. Rein, of Jena, says: "The genuine fairy tale always represents, in the play of the imagination, a deep moral content; for its root is the poetic side of the mind, which clothes a higher truth in visible shapes and delivers it in the form of a story. The fairy tale adds a multitude of ethical concepts, which lead beyond the sphere of the imagination. Without encouraging any over-hasty moralizing, there is offered abundant opportunity to awaken the ethical judgment, that basis of all ethical evaluation, — to develop it and to deduce maxims from it. Ethical ideas are the principal components of fairy tales. Upon these rests the purity that is the characteristic of innocent child nature. In this ethical attraction the principal reason is to be found why the child experiences such a deep satisfaction in the fairy tale, why he manifests such an easy and certain comprehension of it, why he feels such a lively desire for it. The most simple and the most elementary notions in ethical matters are laid down in the fairy tales. But this simplicity facilitates the comprehension; the judgment is clear and undoubted. To the ethical notions are now added a large number of ideas of another sort, which are objectively com-

prehensible. For fairy tales, though in many respects remote from reality, yet stand in close touch with the ordinary relations of life."

Miss Adeline Knapp says: "It is very desirable that the earliest literature brought to a child's mind should be of a sort to stimulate the imagination and to call out the judgment. Nothing is better adapted to do this than the fairy tale, with its poetic narrations and fancies, and its direct appeal to the young judgment as to the right or the wrong, the wisdom or the folly, of the acts recounted."

We quote the following from Miss Mary A. Laing's "Reading; a Manual for Teachers": "As soon as possible material drawn from literature should be introduced. Stories from folklore, fairy tales, rhymes, and legends that have become children's classics should find their place in the reading hour. The range of this material widens so rapidly that like Philip Gilbert Hamerton's good reader, the secret of successful choice is in knowing how to skip judiciously."

Clark Wissler, writing on the interest of children in the reading work of elementary schools, says: "The long story is better remembered than the short one, and also those stories that are in terms of experience that the child can realize himself are the most natural and lifelike. . . . Young children are interested only in the rhythm of verses

as found in rhymes of the Mother Goose type, and real poetry wins little recognition before the adolescent period. Up to that time poems of sentiment and thought are ignored for those of action and rhythm."

According to Gail Hamilton Waid, "Since children are susceptible to all the influences that surround them, they should have at the very beginning of their education our best literature at their disposal; and, since the main object of literature teaching is character building, soul development, ethical culture, — call it what you may, — literature should hold a more prominent place than any other subject in the curriculum of our elementary schools."

Again, "The range of true classics widens with the child's growing power and interest," says Miss Mary E. Laing in her "Reading; a Manual for Teachers." "Begin as soon as possible to put whole texts of best things in literature into the reading class. Our reading books, made up of fragments, have helped to develop a taste for scrappy reading, just as they have signally failed to awaken genuine interest in good literature."

The superintendent of schools of Madison, Wisconsin, writes: "Believing that it is much more profitable to study continuous selections from our best authors than to spend time in reading commonplace pieces from a reader, our

aim is to put into the hands of the children early in their school course some of the best books of standard authors. In this way we hope not only to give the children an insight into the most interesting and wholesome literature, but to encourage the formation of home libraries."

The *American Journal of Education* says: "The teacher has more to do with children's reading than most teachers are aware. It is a high royal privilege to be consulted about a child's reading, and it is one that should never be abused."

Samuel Thurber, writing in the *School Review*, says: "The first duty of the teacher of literature is, therefore, to see that his pupils have abundant opportunities to read good books. Reading must begin early and must never cease. The essential thing to aim at is the acquisition of a store of memorable reading. The teacher must know what the good books are, and must perpetually watch to assure himself that the books he recommends are really taking vital hold on minds."

Principal W. D. Lewis says that "the child can acquire only from the study of literature that nice sense of the connotation of words which marks the man of culture. The different shades of meaning of the same word, and a discriminating sense of the meaning of synonyms, can be gained only from such study. For purposes of

ordinary definition the dictionary makers have been obliged to draw widely upon literature to make clear various uses and meanings. Childhood is the language period, and the child who lacks the formative influence of literature in the grammar school misses the greatest cultural power that can ever be brought upon his speech. The work in literature should be of two kinds, — that which is done in school with the aid of the teacher, and that which is done at home under her guidance. It goes without saying that pupils can read more difficult matter with the explanations of the teacher than alone. Classes, therefore, should be supplied with sets of books containing the works of the standard authors, both in the form of selections, like the two series hereafter recommended . . . and complete editions of great pieces of literature, like 'Robinson Crusoe,' which are especially adapted to children."

Mr. L. A. Griffith, the superintendent of the Danville public schools says: "In the intermediate and grammar grades we must lead the pupil to an enjoyment of his reading; help him to see the beauty in the literature he reads; encourage him to read much at home; encourage him to read much aloud; only in much reading will he acquire fluency."

"When teachers of advanced pupils realize the

full content of the word *reading* — when they appreciate that they are placing within the reach of the boy that which will be to him a higher *life* — the time will have gone by when they will have to be urged to teach their boys to read," says Miss Edith A. Scott, and Charles Pierce Burton remarks that "by the exercise of a little care, a love of good reading will be fostered in the young, in the possession of which they will always rejoice, and which will augur well for the future of the race."

Mr. E. B. Bentley, superintendent of schools of Clinton, Illinois, says that "the value of supplementary reading cannot be measured," and the superintendent of schools of Belleville, Ohio, has "never regretted that we put literature in the place of the school readers. We are gradually finding out by trial what books are best fitted to each grade. We are also learning how to teach and direct the reading better; and I hope we shall be able to bring our pupils under the influence of more good books than we can at present."

The superintendent of the Monmouth public school says, "We need to go on until every schoolroom in the city contains a rich supply of supplementary reading of the choicest literature."

The superintendent of schools of Oskaloosa says: "Teachers are directed to select from the school library, or their own library, good books,

suitable for the age of the pupils of their grade, and read in course to their schools, giving at least thirty minutes per week to this reading of good literature."

Mr. H. M. Slanson, superintendent of schools of Ann Arbor, Michigan, says: "In these days of cheap books many of the children *will read something*. If their selections are not directed aright, and their tastes cultivated and elevated, their minds will be weakened and their morals contaminated. The public school can render no single service that will be more beneficial to the public than to send out from its doors boys and girls who delight in good literature."

Mr. A. D. Beecher, superintendent of schools of Norwalk, Ohio, says: "If young men and women have formed a love of good literature and the habit of intelligent reading by the time they leave our schools, much may be expected of them in the future in improved scholarship and culture. On the other hand, if no taste has been formed in this direction, very little self-improvement may be expected."

Principal Julian W. Abernethy, of the Berkeley Institute, Brooklyn, writes as follows: "Indeed, the only logical, just, and wise position for literature is in every year, and every grade, from the bottom to the top of the school course. It must not be treated as a detached subject, with a

definite beginning and end; literary training is always beginning and never ending. Fortunately literature does not have to be diluted, perverted, or transformed into 'graded lessons' in order to be adapted to the different stages of educational growth. From its vast and varied resources may be selected masterpieces, complete and perfect, suitable for every grade of the school. It is to be studied for the spirit and tone, not for the matter and form; the story for the story's sake, the poem for the poetry's sake alone."

We quote once more from Miss Sarah Louise Arnold, who, in her book, "Reading, How to Teach It," says: "For the sake of giving the children right ideals, we must place before them the best in literature, such literature as will supply not only standards in language, but ideals in character. Their experience, like ours, must be reënforced by the teachings of others, — the lessons which have been treasured in books, — and these lessons must begin in childhood. It is a mistake to postpone good literature until the child has mastered word forms and the technique of reading. His love for the good must exist before he begins to read at all, and must be stimulated and strengthened by means of his reading. At the same time that he becomes master of the mechanics of reading he should be endowed with the desire to choose that which is good to read. The work of

the teacher, therefore, is to establish ideals, to quicken desire, to strengthen right tendencies, to lead to wise choices. These belong to the teaching of reading, and should assume quite as important a place as does the mastery of words or fluency in expression."

Miss Mae Lowe, librarian of Circleville, Ohio, says "that the volumes which are usually included in the category 'Supplementary Reading for Children' have raised the standard of juvenile literature, there can be no doubt. And there is every reason to believe that as these little volumes become better known their use will increase among those who are training children. And as they become more and more used they will displace the sensational story book, which makes for the neurotic novel of later years. Only by the substitution of good will evil be driven out."

Mr. Harry Powell, formerly superintendent at Washington, D. C., says: "The school reading should consist not only of classics, but of complete classics. We should give the whole of the story, and not mere extracts, such as have furnished most of the contents of the readers for the upper grades. If the account of Robinson Crusoe's shipwreck is interesting, the whole narrative of his life on his desolate island is much more interesting. If it is well for a class to read about the marriage of Miles Standish, it is better for them to read the

whole poem. Complete classics should be used because they awaken and maintain a keener interest, and give a deeper insight into the author's thought, enabling the reader to follow the argument, and furnishing a mental drill that can be gotten from no mere extract. The persons of the story are seen in greater fulness, the character-delineation is more graphic and connected, and consequently the moral ideas appear in greater strength and richness."

There should be no doubt left in the mind of the reader of the foregoing statements on the subjects of the right reading for children in the school and of "supplementary reading," from those best qualified to speak as to its place and value, of the importance of the right choice of books for this purpose, and of giving the children a wide scope of reading material.

The Right Reading for Children in the Home

"So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story-books."

— Robert Louis Stevenson.

"But the old books, the old books, the mother loves them best;
They leave no bitter taste behind to haunt the youthful breast:
They bid us hope, they bid us fill our hearts with visions fair;
They do not paralyze the will with problems of despair.
And as they lift from sloth and sense to follow loftier pains,
And stir the blood of indolence to bubble in the veins:
Inheritors of mighty things, who own a lineage high,
We feel within us budding wings that long to reach the sky:
To rise above the commonplace, and through the cloud to soar,
And join the loftier company of grander souls of yore.
Then as she reads each magic scene, the firelight burning low,
How flush the cheeks! how quick, how keen, the heart-beats
come and go!
The mother's voice is soft and sweet, the mother's look is kind,
But she has tones that cause to beat all passions of the mind;
And Alice weeps, and Jack inspired rides forth a hero bold;
So master passions, early fired, burn on when life is cold."

— *The Spectator.*

The Right Reading for Children in the Home

Every teacher knows that the brightest and aptest pupils are, generally speaking, the children who read the best books at home. Indeed, what the children read out of school is, perhaps, more important than what they read in school, for they will read of their own choice the books they like, and the books we like are the books which influence us. "Books," as Bulwer says, "suggest thoughts, thoughts become motives, motives prompt to action. Man is a complicated piece of machinery. Hundreds of nerves and muscles must act and react for the slightest turn of the body. Yet the very wind of a word, a casual hint or association, can set the whole in motion and produce an action. Actions repeated form habits and determine the character, fixed and firm and immovable, for good or for evil."

As soon as the child has acquired the power of getting at the sense of the printed page, the taste for the good or the bad in literature may begin to grow, and it may do so even while he is acquiring this power. Then he enters on the perilous path

so well described by Mrs. Browning in "Aurora Leigh":—

> "To thrust his own way, he an alien, through
> The world of books. The world of books is still the world.
> The worldlings in it are less merciful and more puissant,
> For the wicked here
> Are winged like angels. Every knife that strikes
> Is edged with elementary fire to assail a spiritual life."

Many of the public libraries do a great work in guiding children's reading, but hundreds of thousands of parents need enlightenment as to the right books to place in the way of their boys and girls. To direct parents how wisely to choose the books their children should read is a problem well worth the attention of teachers, and it is far more important than most people are apt to consider it. Not only are there the vicious books which children find on the news-stands, or which are brought to their attention by other means, but there is a vast quantity of weak and frivolous material not precisely or immediately harmful, perhaps, but which ought to give place to stronger, sounder, and more healthful mental food.

The reading of newspapers and magazines, for example, which are placed almost unreservedly in the hands of children all over the country, tends to beget a loose habit of mind, and to weaken the power of sustained concentration in reading.

Many and many a grown-up person has had cause to regret the hours of useless reading which he has frittered away, thus destroying his power of getting at the content of more valuable, serious, and solid books with which, when it is too late to do so without enormous effort, he desires to make himself familiar.

It is scarcely possible to realize the extent of the influence that indiscriminate newspaper and novel reading has in presenting distorted views of human life, of human environment, and of human character. Many a boy and girl are in a constant state of expecting something to turn up which will change their lives in some wonderful way, after the fashion of some story they have read, and they are thus made more or less unfitted for the practical realities of life and for the every-day conditions which surround them. Instead of manfully obeying the old English motto, "Do the next thing," they are always waiting for some great and unexpected turn of fortune which will place them beyond their present surroundings in some lofty imagined sphere. As John Ruskin says, "The best romance becomes dangerous if by its excitement it renders the ordinary course of life uninteresting, and increases the morbid thirst for scenes in which we shall never be called upon to act."

Few people to-day ever think of opening the

pages of Southey's "Doctor," but there is a passage to be found there on the influence of books which is worthy of printing in letters of gold. He says: "Would you know whether the tendency of a book is good or evil, examine in what state of mind you lay it down. If it induces you to suspect that what you have been accustomed to think unlawful may after all be innocent, and that may be harmless which you have hitherto been taught to think dangerous . . . if so . . . throw the book into the fire, whatever name it may bear upon the title-page. Throw it into the fire, young man! Young lady, away with the whole set, although it should be the prominent feature in a rosewood bookcase!"

Says Hamilton W. Mabie, "No greater good can befall a child than to be born into a home where the best books are read, the best music interpreted, the best talk enjoyed; for in these privileges the richest educational opportunities are supplied."

"A pure, sweet-flavored set of children's books," says Mrs. Andrea Hofer, "ought to be in every growing household. They would cost no more than many of our meaningless decorations. The nucleus of a child's library often lies in one good book, and the addition of five or ten each year will make a fine start if they are chosen for lasting quality."

And Walter Taylor Field urges that "every child should have his little bookcase in the nursery, or, better yet, a shelf in the library which he may call his own."

Miss Katharine H. Shute, of the Boston normal school, says that "values of literature remain pure matters of theory unless we arouse and develop in our school children so genuine an interest in good reading that it will outlast the school days, will be indeed so vital a part of their life that they will turn to literature as a matter of course for recreation in their leisure, and will carry away from it, equally as a matter of course, intelligence and inspiration for their work. The real test of interest lies in whether or not the child reads out of school and in what he reads."

"Teachers can do much for their pupils," says the superintendent of schools of Springfield, Illinois, "by directing their work so that they will become interested in reading good books outside of school."

The superintendent of schools of Sault Ste. Marie says, "Create in the mind of the child a desire to have a library, small though it will necessarily be at first, and above all to know what is contained between the covers of each book."

"Begin with a few books," says *Harper's Bazar*, "wisely selected, then add to these very gradually,

leaving the selection largely to the carefully supervised taste of the young reader. The importance of the choice of these first books can hardly be overestimated."

Miss Ida Meghell, principal of the Bryant School, Chicago, Illinois, says: "If we could provide plenty of good reading for every family it would save a vast amount of time and effort in the schools' English teaching. If good simple story books of second and third reader grade were as abundant even as the more difficult juvenile books, the habit of reading, thinking, and speaking in English could be formed much earlier than it is now. But all our efforts to push children into reading lessons too difficult for them kill the desire to read."

"When my boy comes home," says C. S. Coler, "and asks for a quarter to buy a book to read I am pleased. When he saves his pennies and buys it for himself I am delighted. Children should be encouraged to build up 'libraries' of their own. The teacher who can inspire her children with the love of good books deserves many marks placed to her credit."

Dr. Herbert Adams writes, "Surely the home should coöperate with the library by the example of the reading habit, and by the direction of the reading of the children; while it would be an excellent thing for parents to pursue lines of read-

ing that would keep them in touch with the children's studies."

"We cannot overestimate," says A. O. Thomas, "the value of an appreciation of good literature as a part of a young person's equipment for life. The world is full of evil literature, the reading of which is contagious, and unless much care is exercised in directing his reading the child is liable to go astray. I am of the opinion that the home is the proper place for the library, and that the parents are the proper ones to supervise the reading therefrom. But all homes cannot afford it; all parents are not capable, and many are not disposed to direct such work. Hence, the school must do it. There are many homes, however, where such work is successfully done. Every community has its examples. The children from such homes are easily selected from their mates. As a rule their actions are more refined, their perception keener, their judgments more mature, and their progress more marked."

L. J. Hall, of Jefferson City, Missouri, says: "The people generally seem to be thoroughly alive to the importance of placing good, inspiring literature within the reach of all the boys and girls, and are supporting cordially every movement in this direction. The boy who has the reading habit so thoroughly fixed that he would rather read a good book after supper than loaf on the streets is safe."

One of the most important matters which all concerned in education have to deal with, is the consideration of what can be done to get the best books into the hands of the children. There can be used with immense power in this connection a threefold cord which will not be easily broken, and the strands which compose it are the home, the school, and the library.

In the home influence may be brought to bear by parents by wise selection of the books which their children should read and should buy, for it is held to be of the greatest importance to encourage children to buy their own books at as early a date as possible. Every parent who can afford it should let his children have money to spend for books, so that they may begin the formation of a library in their childhood. They would prize the books the more, and the possession of books from the beginning teaches children, more than anything else, to love and care for their little library. Parents should see to it that they rouse the interest of their children in books, and keep it alive. They should discuss books with their children, and acquaint themselves with the classics for children, find out what books their children are reading and read them themselves.

The Right Reading for Children in the Library

"That book is good
Which puts me in a working mood.
Unless to Thought is added Will,
Apollo is an imbecile.
What parts, what gems, what colors shine, —
Ah, but I miss the grand design."

— Ralph Waldo Emerson.

"When
We gloriously forget ourselves, and plunge
Soul-forward, headlong, into a book's profound,
Impassioned for its beauty and salt of truth, —
'Tis then we get the right good from a book."

— Elizabeth Barrett Browning.

The Right Reading for Children in the Library

But the best literature must beset the child on every side, or he will be tempted to stray to the news-stand or will in other ways get hold of literature which is injurious to him.

He must find it not only in the home and in the school, but in the school library and in the public library. The work of choosing the books for the last named should be done by experts in the evaluation of books for children, whose judgment none can question.

Dr. G. Stanley Hall, in his "Monograph on Reading," says: "Every young person should, before leaving school, have experienced the charm of freely ranging through a library of solid, substantial books, and where school libraries are practicable, its use should not only be as unrestricted as possible, but plenty of school time should be devoted to the utilization of all its resources. Children will not voluntarily dull their wits by struggling with books far above them, and are not harmed by what is not understood, but often tumble rapidly through great

books, picking out with strange facility what is of use to them, and what no one would ever dream of suggesting to them."

Colonel Francis W. Parker says that "the supplementary reading movement has been the most widespread and most efficient of any movement ever started in this country. It reached the libraries, and countless school boards took it up. It started the idea of travelling libraries so prevalent in the West. It created a great demand for better reading."

"Show the parents the practical value of a library in school work and you can undoubtedly secure their coöperation in the securing of it," writes D. Cleveland of South Haven.

"Every country school, as well as village school, should and can have a library," says D. C. Arnold, of Elk Garden, West Virginia.

L. J. Hall, of Jefferson City, Iowa, has said that "there is nothing that contributes so much as reading toward giving direction and purpose to the life of youth. Well-selected, well-managed libraries are among our very best educational instrumentalities. It is hoped that every teacher, school officer, and patron will put forth an earnest effort to procure some of these good books for the children."

The *School Journal* says: "Nothing, of course, can take the place of the library in the home, but

there is a very good substitute in the school library. To the children of homes where poverty or gross materialism reigns, these school collections offer a unique means for wider interests, finer culture. They stand in a measure *in loco parentis*, teaching the child through what means great and good men have become good and great; how honesty, purity, gentleness, and temperance sweeten and glorify a life."

Miss Mary A. Laing, in her "Reading; a Manual for Teachers," writes: "Every schoolroom should have its own little collection of choice books adapted to the stage of development of the children, and in the periods of leisure before school, after school, at the rainy-day recess, or in the leisure moments of finished lessons, the children should be allowed to use these books freely. We should remember that the average home represented by the children in the public schools has a meagre stock of best books for children; and we should remember, too, that the public library does not as a rule provide for the needs of young children, nor does it attempt to form the taste of any child."

Mr. Orvis King, superintendent of public instruction, Carson City, Nebraska, says: "It appears to me that the legislature should take some steps to provide libraries for the schools; that a law should be enacted authorizing and compelling

districts to use a certain portion of their annual appropriation from the county fund in establishing and maintaining school libraries. The student has a deeper and livelier interest in his studies, and a taste for good reading is aroused, and a gentleness and refinement, which comes from contact with best thoughts, pervades the schoolroom, better attendance is assured, and a desire for a higher and broader education results, and thus better citizenship is vouchsafed."

Superintendent A. W. Miles, of Crawfordsville, Indiana, says: "Communities are reformed by proper formation of their children. All culture tendencies have their beginnings in childhood. Standards of taste and intelligence are formed in the growing generation. It is in promoting right literary beginnings in children at school that the librarian most surely controls later cultural conditions. The library must also encourage masterly study by facilitating research in all lines of school work. And it must see that pupils are taught how to use books. If the use of the library is made a vital feature of their school life it certainly will continue necessary to them after they have gone from the class-room."

Superintendent W. H. Cole of Huntington, West Virginia, says: "Many a child who would never think of visiting a public library for the purpose of drawing books to read, might be in-

duced to read books if they were brought into his immediate presence and his attention called to them. By having a judiciously selected library in the schoolroom, and by becoming acquainted with the contents of the books, the teacher may suggest to pupils how to read them, what to look for. Were I to pray for a taste which should stand me in stead, under every variety of circumstance, and be a source of happiness and cheerfulness to me during life, and a shield against its ills, however things might go amiss and the world frown upon us, it would be a taste for reading. Give a man this taste and the means of gratifying it, and you can hardly fail of making him a happy man; unless, indeed, you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history — with the wisest, the wittiest, the tenderest, the bravest, and the purest characters who have adorned humanity. You make him a denizen of all sections, a contemporary of all ages. The world has been created for him."

It is very evident from the paper read by Miss C. Hewins, of the Hartford Public Library, at the Waukesha Conference of Librarians in July, 1901, on the subject of the practical value to children's librarians of book reviews, lists and articles in

newspapers, and from the discussions that ensued, that they are held of little account by librarians and are practically useless to them in their work of selection because the critics to whom the books are intrusted for review, have, as a rule, no special fitness for their task. And it was made very clear also that librarians, teachers, and parents needed some other guidance and counsel in the selection of books for children.

Hence we have brought together in these pages a body of opinions, put forward by prominent educators and others interested in the welfare of youth, which, it is hoped, may serve in some measure as a guide to those who are seeking the principles which should underlie the selection of the right reading for children; and, in accordance with these sentiments, which those who have to do with children will endorse, we have caused to be selected and edited by well-known judges and writers over one hundred books for children, for school, home, and library, — books which we have classified for children of all ages, — of which the opinions printed at the end of the list, among others, have already been received. Except the books for teaching the child to read, and a few others, this list is made up of complete works chosen from the world's best literature. In making the selection we have not relied upon our own choice, nor on that of one editor alone, but to this task we have

brought the ripe wisdom and judgment of more than three hundred men and women actively connected with education or otherwise interested in the welfare of the young and their reading. These experts, including the best known people in the educational and literary world, have voted on a carefully prepared list of several hundred books suitable for children and these books represent the first choice of these advisers. The classified list of books will be found on pages 53 et seq.

All of the books in this classified graded list may be had of D. C. Heath & Co., Boston, New York, and Chicago, at the prices quoted.

BOOKS FOR YOUNG PEOPLE

Should be carefully selected by qualified persons.

Should be literature, not simply "reading matter."

Should not be mere compilations or extracts.

Should be interesting.

Should not be chosen to point morals but should nevertheless lead in moral direction.

Should be provided in ample variety, to suit all tastes and all ages.

Should give education in literature, and foster a taste for good reading; and thus

Should include, not only the classics written for children, but many of the interesting masterpieces of literature for adults.

Should have illustrations which illustrate and elucidate the text, and not simply adorn the volume.

Should be printed in type which can be easily read, in lines not long enough to fatigue the eye.

Should not be so heavy as to tire the child.

Should be bound strongly and serviceably, and open easily.

All these requirements are met in the books in the following list: —

The Right Reading for Children of All Ages

FIRST AND SECOND YEARS

Books from which to teach the child to read and for the children's own first reading, including the nursery rhymes which will cultivate the ear for the music of verse, and the fables, legends, and fairy tales, which form the common stock of the fancies and sentiments of the race.

The Beginner's Reader

By FLORENCE BASS, author of "Plant Life" and "Animal Life." Boards. Fully illustrated with many colored pictures. 118 pages . **25 cents.**

The interest of children is at once awakened by this little book. It begins with nature study and tells about little people of other countries. A great number of easy lessons is given, the same words are repeated many times, and but few new words are introduced into each lesson.

An Illustrated Primer

By SARAH FULLER, Principal of the Horace Mann School, Boston. Boards. 103 pages . . . . . **25 cents.**

This primer presents the "word method" in a form attractive to little children. The unique illustrations of words and sentences will be found a great help in teaching correct pronunciation. The book is especially suited to the needs of evening schools, and to pupils who do not speak English as their mother-tongue.

A Primer

By Anna B. Badlam. Boards. Illustrated. 131 pages . 25 cents.

Simplicity, variety, and gradual development are noteworthy features. Skilful use is made of phonics in the vocabulary exercises. Word coloring and sentence building are especially emphasized.

A Primer of Work and Play

By Edith Goodyear Alger. Cloth. 128 pages. Illustrated in colors . . . . . 30 cents.

A very attractive primer containing over 100 pages of reading with small vocabulary, all new words given at the beginning of lessons, and short sentences throughout. The lessons have a definite aim and are on subjects interesting to all children. Although beautifully illustrated, it is distinctively a reading-book and not a picture-book. It combines thoroughly sound pedagogy with new and original features.

Lessons for Little Readers

By E. G. Regal. Cloth. Illustrated in colors. 120 pages. 30 cents.

This book presents a unique and practical series of lessons that have grown out of the experience of a remarkably successful teacher. The great variety of material used is correlated, and affords scope for imagination and for independent observation. The book also provides ample drill in sentence forms without monotony. Seat work in connection with language, number, color, and drawing, and also appropriate and pleasing songs are features.

Glimpses of Nature for Little Folks

By K. A. Griel, State Normal School, California, Pa. Boards. 109 pages . . . . . 30 cents.

This book appeals directly to child interests and is suggestive of light and life and beauty. The text is splendidly illustrated, many of the pictures being in colors.

Mother Goose

A Book of Nursery Rhymes, arranged by CHARLES WELSH. In two parts. Illustrated by CLARA E. ATWOOD. (Heath's Home and School Classics.) Paper, each part, **10 cents**; cloth, two parts bound in one . **30 cents.**

An entirely new presentation of the ever-attractive Mother Goose Rhymes and Jingles — the child's first introduction to rhyme and rhythm. They are arranged in four divisions of (1) mother play, (2) mother stories, (3) child play, and (4) child stories, adapted to the natural development of the intellectual powers of the child. The illustrations are just what the child can understand and appreciate at this stage, as they are drawn for the child himself and not for the ordinary buyer of Holiday Gift Books.

Heart of Oak Books

Edited by CHARLES ELIOT NORTON. Vol. I. Cloth. 128 pages. **25 cents.**

The old childish rhymes and jingles and some of the most widely known fables and stories. Illustrated by Frank T. Merrill.

Six Nursery Classics

The House That Jack Built; Mother Hubbard; Cock Robin; The Old Woman and Her Pig; Dame Wiggins of Lee, and Three Bears. Edited by M. V. O'Shea. Illustrated by ERNEST FOSBERY. (Heath's Home and School Classics.) Paper, **10 cents**; cloth . . . **20 cents.**

"These stories which naturally take their place in the child's reading immediately after the Nursery Rhymes and Jingles are," says Professor O'Shea, "full of life and movement and heroic deeds. They present situations which are not altogether impossible in the child's own life, and he is transported by them into the realms inhabited by the character of the tale, and he adopts their conduct, condensing his own sphere of action by this means."

They are told in the simple, direct, straightforward language with which they first caught the ear of the people when the world was young, and they introduce the child to his first friendship with fiction. For this early stage of the child's acquaintance with books, the pictures will keep pace with the child's growing power of understanding them, always preceding him by a few steps.

Old World Wonder Stories

Whittington and His Cat; Jack the Giant-Killer; Jack and the Beanstalk; Tom Thumb. Edited by M. V. O'SHEA. (Heath's Home and School Classics.) Paper, **10 cents**; cloth . . . . **20 cents.**

This collection will come in the early stage of the child's Fairy Tale reading. The stories are to be found in the oldest literature of the race. They attract and thrill, while they satisfy the needs of the childish imagination, and leave nothing which will need to be afterwards eradicated.

"We must," says Professor O'Shea, "give the child a lift up toward the refined aspects of moral courage by affording him a chance to try himself first with the grosser forms of physical courage. These stories show the mind of man stimulating itself to bravery by the recounting of deeds requiring the greatest daring and courage. In the plan of growth of all things simplicity and crudity lie as means to the end of complexity and refinement, and hence these stories have always in the past and should in the present find a place in children's literature."

Perault's Tales of Mother Goose

Translated by CHARLES WELSH, with an introduction by M. V. O'SHEA. Illustrated after DORÉ. (Heath's Home and School Classics.) Paper, **10 cents**; cloth . . . . . **20 cents.**

These are the famous fairy tales in which children have delighted for hundreds of years past. They are presented as the great Frenchman first collected them from the lips of the people, — and in the earliest translation made into English, — which is in the style that best befits the subject.

They stimulate and nourish those qualities that are of supreme worth in individual and social life — those attributes of character that we are seeking to develop in all educational work.

Craik's So Fat and Mew Mew

Introduction by LUCY M. WHEELOCK. Illustrated by C. M. HOWARD. (Heath's Home and School Classics.) Paper, **10 cents**; cloth, **20 cents.**

A charming little tale, told in simple, easy language, which beginners in reading can understand. It is a continuous story, but the events are so woven together that it does not demand long continuous reading to get at a satisfactory incident. The events are the events of childhood, moving simply and naturally, and the results which flow from them appeal to that sense of propriety and reason often so conspicuous in normal children, even of the youngest.

SECOND AND THIRD YEARS

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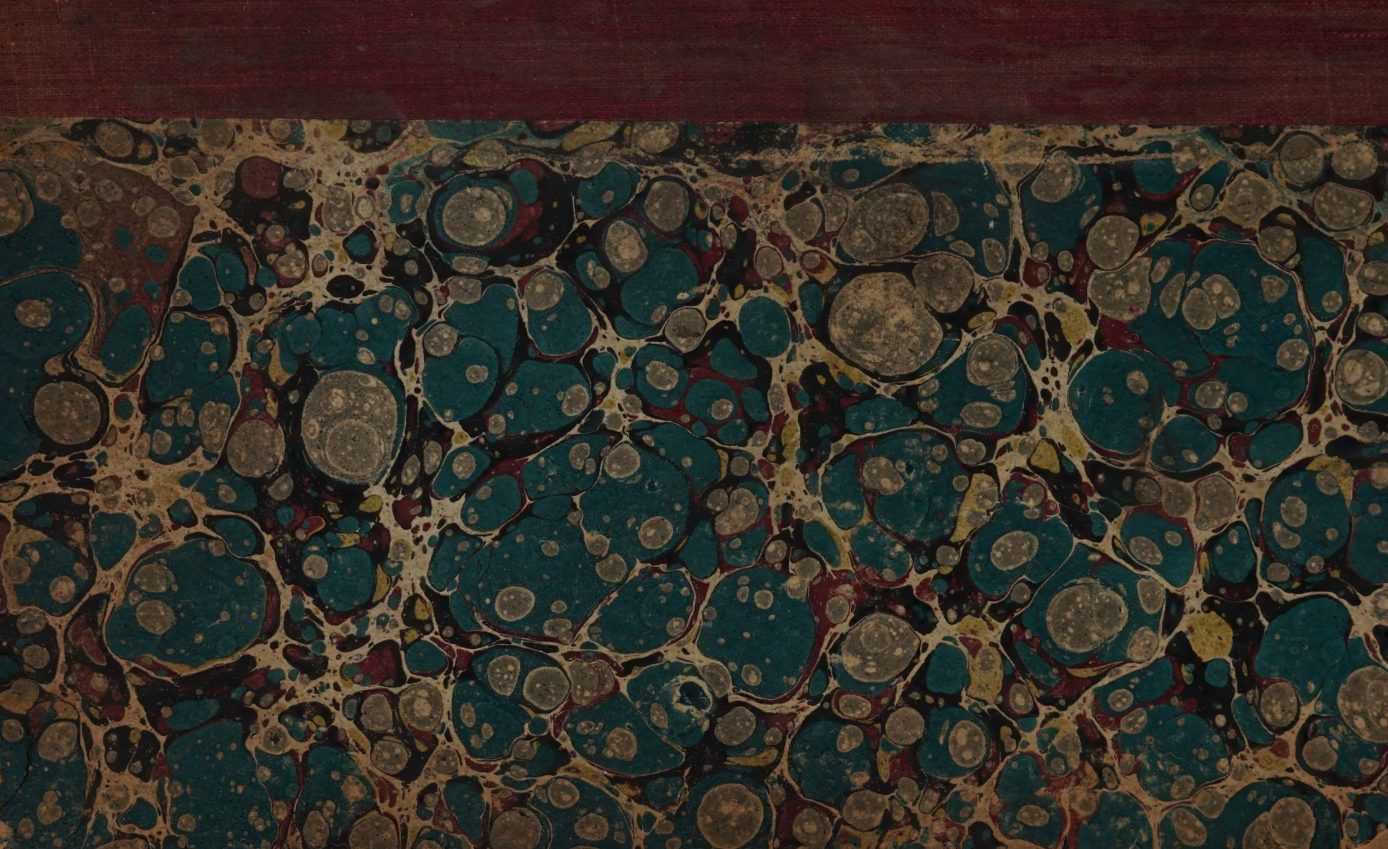
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